

Chester Park Elementary School of Literacy & Techn

835 Lancaster Highway
Chester, South Carolina 29706

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 563 Students | |
| Principal | Christina Melton | 803-581-7275 |
| Superintendent | Dr. Barry E. Campbell | 803-385-6122 |
| Board Chair | Mrs. Denise C. Lawson | 803-581-6224 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 24 | 65 | 12 | 1 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2002 | N/A | N/A | N/A |
| 2003 | N/A | N/A | N/A |
| 2004 | N/A | N/A | N/A |
| 2005 | Below Average | Unsatisfactory | No |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

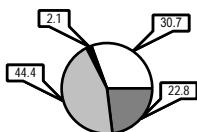
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

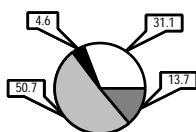
98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

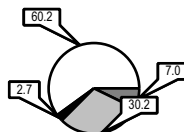
English/Language Arts



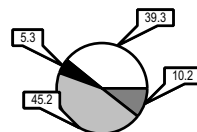
Mathematics



Science

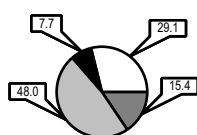
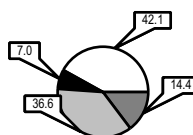
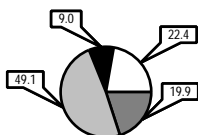
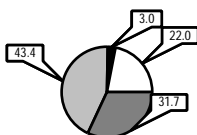


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 559 | 99.5 | 30.3 | 44.7 | 22.9 | 2.1 | 36.1 | No | Yes |
| Gender | | | | | | | | | |
| Male | 301 | 99.7 | 36.4 | 41.4 | 20.4 | 1.8 | 32.9 | | |
| Female | 258 | 99.2 | 23.4 | 48.4 | 25.8 | 2.5 | 39.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 242 | 100.0 | 25.1 | 41.7 | 29.1 | 4.0 | 43.5 | Yes | Yes |
| African American | 309 | 99.0 | 34.9 | 46.8 | 17.6 | 0.7 | 29.8 | Yes | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 477 | 100.0 | 27.6 | 44.8 | 25.2 | 2.4 | 39.4 | | |
| Disabled | 82 | 96.3 | 46.7 | 44.0 | 9.3 | 0.0 | 16.0 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 559 | 99.5 | 30.3 | 44.7 | 22.9 | 2.1 | 36.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 558 | 99.5 | 30.4 | 44.6 | 22.9 | 2.1 | 35.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 365 | 99.2 | 35.1 | 47.8 | 16.2 | 0.9 | 28.1 | Yes | Yes |
| Full-pay meals | 194 | 100.0 | 21.2 | 38.5 | 35.8 | 4.5 | 51.4 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 559 | 99.5 | 30.7 | 51.0 | 13.7 | 4.6 | 36.3 | No | Yes |
| Gender | | | | | | | | | |
| Male | 301 | 99.7 | 30.0 | 49.3 | 16.1 | 4.6 | 37.9 | | |
| Female | 258 | 99.2 | 31.6 | 52.9 | 11.1 | 4.5 | 34.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 242 | 100.0 | 24.2 | 49.3 | 19.3 | 7.2 | 47.5 | Yes | Yes |
| African American | 309 | 99.0 | 35.9 | 51.9 | 9.5 | 2.7 | 27.5 | Yes | Yes |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 477 | 100.0 | 26.5 | 53.2 | 14.9 | 5.3 | 39.4 | | |
| Disabled | 82 | 96.3 | 56.0 | 37.3 | 6.7 | 0.0 | 17.3 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 559 | 99.5 | 30.7 | 51.0 | 13.7 | 4.6 | 36.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 558 | 99.5 | 30.8 | 50.9 | 13.8 | 4.6 | 36.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 365 | 99.2 | 35.4 | 52.2 | 11.3 | 1.2 | 29.3 | Yes | Yes |
| Full-pay meals | 194 | 100.0 | 21.8 | 48.6 | 18.4 | 11.2 | 49.7 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 559 | 99.3 | 59.9 | 30.3 | 7.1 | 2.7 | 9.7 |
| Gender | | | | | | | |
| Male | 301 | 99.3 | 60.0 | 28.9 | 7.9 | 3.2 | 11.1 |
| Female | 258 | 99.2 | 59.8 | 32.0 | 6.1 | 2.0 | 8.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 242 | 99.6 | 46.2 | 38.6 | 11.2 | 4.0 | 15.2 |
| African American | 309 | 99.0 | 70.8 | 24.1 | 3.4 | 1.7 | 5.1 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 477 | 99.8 | 57.5 | 32.1 | 7.3 | 3.1 | 10.5 |
| Disabled | 82 | 96.3 | 74.7 | 20.0 | 5.3 | 0.0 | 5.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 559 | 99.3 | 59.9 | 30.3 | 7.1 | 2.7 | 9.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 558 | 99.3 | 59.8 | 30.4 | 7.1 | 2.7 | 9.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 365 | 98.9 | 67.5 | 27.8 | 3.8 | 0.9 | 4.6 |
| Full-pay meals | 194 | 100.0 | 45.3 | 35.2 | 13.4 | 6.1 | 19.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 559 | 99.3 | 38.9 | 45.4 | 10.3 | 5.3 | 15.6 |
| Gender | | | | | | | |
| Male | 301 | 99.3 | 37.5 | 45.4 | 10.4 | 6.8 | 17.1 |
| Female | 258 | 99.2 | 40.6 | 45.5 | 10.2 | 3.7 | 13.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 242 | 99.6 | 30.5 | 45.3 | 16.6 | 7.6 | 24.2 |
| African American | 309 | 99.0 | 45.8 | 45.4 | 5.4 | 3.4 | 8.8 |
| Asian/Pacific Islander | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 477 | 99.8 | 37.0 | 46.8 | 10.5 | 5.8 | 16.3 |
| Disabled | 82 | 96.3 | 50.7 | 37.3 | 9.3 | 2.7 | 12.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 559 | 99.3 | 38.9 | 45.4 | 10.3 | 5.3 | 15.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 558 | 99.3 | 39.0 | 45.3 | 10.3 | 5.4 | 15.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 365 | 98.9 | 44.1 | 45.5 | 8.1 | 2.3 | 10.4 |
| Full-pay meals | 194 | 100.0 | 29.1 | 45.3 | 14.5 | 11.2 | 25.7 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 166 | 98.2 | 21.4 | 38.3 | 33.8 | 6.5 | 40.3 |
| | 4 | 180 | 100.0 | 34.1 | 43.4 | 22.0 | 0.6 | 22.5 |
| | 5 | 213 | 100.0 | 34.0 | 50.5 | 15.5 | 0.0 | 15.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 166 | 98.2 | 24.0 | 57.1 | 13.6 | 5.2 | 18.8 |
| | 4 | 180 | 100.0 | 37.6 | 39.3 | 19.1 | 4.0 | 23.1 |
| | 5 | 213 | 100.0 | 29.4 | 56.7 | 9.3 | 4.6 | 13.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 166 | 98.2 | 52.6 | 37.0 | 7.8 | 2.6 | 10.4 |
| | 4 | 180 | 100.0 | 62.4 | 28.3 | 6.9 | 2.3 | 9.2 |
| | 5 | 213 | 99.5 | 63.4 | 26.8 | 6.7 | 3.1 | 9.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 166 | 98.2 | 29.2 | 47.4 | 14.9 | 8.4 | 23.4 |
| | 4 | 180 | 100.0 | 32.9 | 52.6 | 11.0 | 3.5 | 14.5 |
| | 5 | 213 | 99.5 | 51.5 | 37.6 | 6.2 | 4.6 | 10.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 563) | | | | |
| First graders who attended full-day kindergarten | N/R | N/A | 100.0% | 100.0% |
| Retention rate | 1.9% | N/A | 3.8% | 3.0% |
| Attendance rate | 94.4% | N/A | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 3.1% | N/A | 3.9% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.9% | N/A | 3.3% | 3.2% |
| Eligible for gifted and talented | 6.5% | N/A | 10.3% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 11.1% | N/A | 9.0% | 8.2% |
| Older than usual for grade | 2.5% | N/A | 1.1% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | N/R | 0.0% | 0.0% |
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 38.2% | N/A | 50.0% | 52.6% |
| Continuing contract teachers | 85.3% | N/A | 84.8% | 83.3% |
| Highly qualified teachers | 96.9% | N/A | 94.6% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | N/A | 0.0% | 0.0% |
| Teachers returning from previous year | N/A | N/A | 87.0% | 87.0% |
| Teacher attendance rate | 94.1% | N/R | 94.7% | 95.0% |
| Average teacher salary | \$41,646 | I/S | \$41,504 | \$41,703 |
| Prof. development days/teacher | 10.4 days | N/R | 13.2 days | 12.8 days |
| School | | | | |
| Principal's years at school | 1.0 | N/R | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 21.2 to 1 | N/R | 18.4 to 1 | 18.8 to 1 |
| Prime instructional time | 87.1% | N/R | 89.0% | 89.8% |
| Dollars spent per pupil* | N/A | N/A | \$6,036 | \$6,242 |
| Percent of expenditures for teacher salaries* | N/A | N/A | 64.9% | 65.8% |
| Opportunities in the arts | Good | N/R | Good | Good |
| Parents attending conferences | 99.8% | N/R | 99.0% | 99.0% |
| SACS accreditation | Yes | N/R | Yes | Yes |
| Character development program | Excellent | N/R | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | N/A | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | No | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chester Park Intermediate (Center of Literacy through Technology) celebrated many successes during the 2004-05 school year.

Increasing student achievement while supporting social development of our students remained the focus of our staff. New academic initiatives included implementation of: a new language arts series and pacing guide, Dominie (a language arts assessment), MAP (Measures of Academic Progress) testing, and implementation of character education curriculum.

Teachers were involved in staff development throughout the year to broaden their knowledge of reading instruction, fine arts integration, and technology applications. Our staff is to be commended for collecting over \$92,000 in grant money to support programs within the school.

Parent participation created a strong partnership between our families and our school. The School Improvement Council and PTO energized parent leadership and volunteer participation by designing activities, receiving training, and supporting the mission of our school. We commend our families for their support throughout the 2004-05 school year. Over 92% of families attended Open House, 86% responded to our schools of choice placements, and over 500 attended our 12 year Chester Park Celebration. Whatever the event - our families responded.

Business partnerships flourished at CPI during the year. Local businesses were supportive of donating items to our school and family events, provided time and talents to programs within the school, and offered insight in our planning for our schools of choice.

Our students rose to our expectations. Throughout the year, we saw an increase in students: being eligible to participate in agenda parties, being recognized as Behavior Honor Roll recipients, making academic improvement including our BUG (Bringing Up Grades) Club, and posting MAP gains. Our students excelled in a variety of contests and programs. CPI had eleven students' writing published or recognized in either local, state, or southeastern region competitions. One of our students was named in the top ten of the southeastern region for demonstrating a talent in poetry writing. Six students were state winners in various art contests. Our chorus and jump rope team was active in our community showcasing their skills and talents. CPI also offered service to our community by supporting four service learning projects to assist organizations in our area and state.

When looking back over our year, we take great pride in the accomplishments of our students, the support of our families and local businesses, and the tireless dedication of our teachers and staff. Thanks to these, 2004-05 was a year of "Excelling Eagles!"

With gratitude and pride,
Christina S. Melton, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 20 | 291 | 155 |
| Percent satisfied with learning environment | 100.0% | 86.5% | 78.9% |
| Percent satisfied with social and physical environment | 100.0% | 80.4% | 78.6% |
| Percent satisfied with school-home relations | 75.0% | 89.8% | 66.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.